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ABSTRACT

A study examined the effectiveness of the Chapter 1 Early Literacy Summer School program. The program provided additional reading instruction to underachieving first-grade pupils at six schools located throughout the Columbus, Ohio public school district. The program featured group instruction (with many of the activities modeled after the Reading Recovery program) for 3.25 hours daily in 23 classrooms for 20 to 25 pupils each over a period of 24 days of instruction. Of the 488 pupils served, 288 (59%) met the attendance criterion for inclusion in the treatment group. Results indicated that (1) of the 288 treatment group pupils, 258 (89.6%) read a minimum of eight books; (2) 88.5% of the pupils independently wrote at least two samples of meaningful text, with one of the two samples at pattern level IV or higher; and parents of 86.5% the pupils attended at least one parent meeting, and that 96.5% of the pupils were represented by an adult at one or more of the parent meetings. Findings suggest that inservice sessions for parents should continue, similar parent inservices should be considered for the regular school year, and program developers should focus on developing the observational and instructional skills of the teachers involved rather than increasing the number of pupils served. (A calendar worksheet for computing days of pupil service, a parent involvement log, and the pupil data sheet are attached.) (RS)

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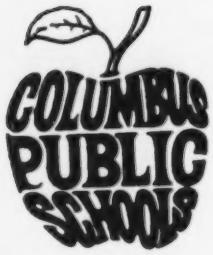
ED 375 377

ELEMENTARY AND SECONDARY EDUCATION ACT - CHAPTER 1

# FINAL EVALUATION REPORT
# CHAPTER 1 EARLY LITERACY
# SUMMER SCHOOL

1993

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Final Evaluation Report
Chapter 1 Early Literacy
Summer School

August 1993

Program Description

The purpose of the ESEA Chapter 1 Early Literacy Summer School program was to provide intervention to underachieving first-grade pupils who were below average in reading ability. To accomplish this purpose the program featured group instruction for first-grade pupils for 3.25 hours daily, five days a week, beginning June 21, 1993 and continuing through July 23, 1993. This provided for 24 days of instruction. The group instruction was designed to provide a more comprehensive assessment of a pupil's development of reading and writing strategies than might be achieved during regular classroom instruction. Many of the activities developed during Early Literacy Summer School instruction were based on activities established in the Reading Recovery program, a program of intensive one-on-one instruction for underachieving at-risk first-grade pupils.

Six schools located throughout the district were chosen as sites for the Early Literacy Summer School program, including Berwick, Heyl, Leawood, Maize, McGuffey, and West Broad Elementaries. The six sites had a combined total of 23 classes of 20-25 pupils each. Each class was taught by a team of four second grade teachers. During the first two weeks of the program two of the four teachers taught the class as a team, during the third week all four teachers taught the class, and during the last two weeks the two teachers who began teaching during the third week of the program taught as a team. A total of 92 teachers taught in the program. Prior to teaching in the program, teachers received five half days of inservice. Topics developed at the inservices included learning to take and use running records (records of exactly what the pupil said and did while reading a story), developing reading strategies, using interactive writing, developing the elements of a literacy lesson, and using the appropriate lesson plans and materials with program pupils. During the five weeks of the program, teachers received assistance from a program coordinator who provided instructional support. Daily lessons included the teachers reading to pupils, shared reading/writing activities, guided reading/writing activities, and independent reading/writing activities. The focus of all components of the lessons was to assist the pupils in developing independent reading and writing strategies.

In addition to the classroom reading and writing instruction, the program also featured a parent component. The parents/guardians of program pupils were asked to attend three inservice sessions at the site where their children attended the program. These inservices were conducted by two trained Reading Recovery teachers and focused on ways parents/guardians could support their children's literacy acquisition at home.

To be eligible for the program, pupils must have met the following criteria:

1. The pupil must have scored below the 37th percentile in total reading on the Spring 1993 MAT6 standardized test or, if no Spring 1993 test score was available for a pupil, eligibility was based on a grade one selection test score.
2. Parents must have agreed to arrange for daily transportation to and from one of the program sites.
3. Parents must have agreed to attend three parent meetings.

## Evaluation Design

Two desired outcomes were used to evaluate the program. Analyses involved four major areas of the program: pupil census information, pupil independent text reading information, pupil independent writing information, and parent involvement information.

Desired Outcome 1

At least 75 percent of the pupils who attended the program at least 80 percent of the instructional days will independently read a minimum of eight books selected by the Chapter 1 Summer School teachers.

Desired Outcome 2

At least 50 percent of the pupils who attended the program at least 80 percent of the instructional days will write independently at least two samples of meaningful text such that at least one sample will be at Pattern Level IV or higher, as certified by the Chapter 1 Summer School teachers. (Pattern Level IV, as outlined in the Columbus Public Schools' Student Writing Portfolio, 1991, includes drawing elaborate pictures, dictating complete sentences or a story in direct relationship to the picture, labeling in direct relationship to the picture, connecting letters and sounds, using high frequency words, and knowing the direction that print goes.)

To be included in the treatment group for Desired Outcomes 1 and 2, pupils must have attended the program 80 percent of the 24 scheduled days of program service, which was 19.2 days of attendance. The evaluation design provided for the collection of data in the following three areas of operation for the overall program.

1. Calendar Worksheet/Parent Involvement Log was used by program teachers to record pupil service information and parent involvement data (see p. 6, Appendix A).

2. Pupil Independent Reading/Writing Record Sheet was used by program teachers to record successful independent pupil reading and writing. Information included names of books read, date of reading, indicator of reading success, type of writing sample, date of writing, and pattern level of writing (see p. 8, Appendix B).

3. Pupil Data Sheet was used by program teachers to record English-speaking ability, parent involvement, enrollment/attendance data, independent text reading achievement, and independent writing achievement for each pupil served (see p. 10, Appendix C).

## Major Findings

Pupil Census Information

During the Early Literacy Summer School program, a total of 488 pupils were served. The average number of hours of instruction per pupil per day was 3.25 hours. The average days scheduled (enrollment) was 23.0 days per pupil and the average days served (attendance) was 18.2 days per pupil. Enrollment and attendance data were used to determine if a pupil was included in the treatment group for program analyses. Of the 488 pupils served, 288 (59.0%) pupils attended the program the necessary 80 percent of the instructional period and were included in the treatment group. These 288 treatment group pupils averaged 23.9 days of scheduled attendance and 22.4 days of service. Pupil census information obtained from program teachers (Pupil Data Sheet, Appendix C, p. 10) also indicated that 287 (99.7%) of the pupils served were English-speaking.

Pupil Achievement

Desired Outcome 1 stated that at least 75 percent of the treatment group pupils would independently read a minimum of eight books selected by the Chapter 1 Summer School teachers. Of the 288 pupils in the treatment group, 258 (89.6%) read at least 8 books, indicating that the desired outcome was met. The average number of books read independently by the 288 pupils was 8.2 books and the range was from one to twelve books.

Desired Outcome 2 stated that at least 50 percent of the treatment group pupils would independently write at least two samples of meaningful text, with at least one of the samples being at Pattern Level IV or higher. Of the 288 pupils in the treatment group, 255 (88.5%) met both conditions, indicating that the desired outcome was met.

Parent Involvement

Throughout the Early Literacy Summer School program, program teachers and parent coordinators encouraged parents to visit in the classrooms, volunteer in the classrooms, assist with homework, read to or be read to by their children, and attend parent-teacher conferences, in addition to attending the three scheduled parent meetings at their children's summer school site. The two parent co-ordinators, using the Parent Involvement Logs (Appendix A, p. 6), maintained records of pupils' parents who attended the three scheduled parent meetings. Program teachers summarized this information at the end of the program using the Pupil Data Sheet (Appendix C, p. 10).

The parent involvement data which were reported by program teachers indicated that of the 488 pupils enrolled during summer school, 422 (86.5%) had a parent/guardian attend at least one parent meeting during the summer program. More specifically, 176 (36.1%) pupils were represented by a parent/guardian at all three meetings, 140 (28.7%) pupils were represented at two meetings, 106 (21.7%) pupils were represented at one meeting, and 66 (13.5%) pupils had no representation at any of the three meetings. The 488 total pupils served had a total of 523 different adults (parents, grandparents, guardians, other relatives, etc.) representing them at the parent meetings and a total of 931 incidents of representation when a duplicated count of adults was tabulated for the three meetings.

Data for the 288 treatment group pupils indicated that 278 (96.5%) had a parent/guardian attend at least one parent meeting during the summer program. More specifically, 152 (52.8%) pupils were represented by a parent/guardian at all three meetings, 90 (31.2%) pupils were represented at two meetings, 36 (12.5%) pupils were represented at one meeting, and only 10 (3.5%) pupils had no representation at any of the three meetings. The 288 treatment group pupils had a total of 360 adults representing them at the parent meetings and a total of 686 incidents of representation when a duplicated count of adults was tabulated for the three meetings. It should be noted that while treatment group pupils made up only 59.0% of pupils served, their parents/guardians accounted for 73.7% of incidents of adult representation at the three parent meetings.

## Summary/Recommendations

The Early Literacy Summer School program provided additional reading instruction to underachieving first-grade pupils at six program sites. The program featured group instruction for 3.25 hours daily in 23 classrooms of 20-25 pupils each. The program began on June 21, 1993 and continued through July 23, 1993, providing for 24 days of instruction. To meet the attendance criterion (80%) for inclusion in the treatment group for Desired Outcomes 1 and 2, pupils must have attended 19.2 days.

A total of 488 pupils were served, with average days scheduled being 23.0 days and average days served being 18.2 days per pupil. Of the 488 pupils served, 288 (59.0%) met the attendance criterion

(80%) for inclusion in the treatment group for Desired Outcomes 1 and 2. Treatment group pupils averaged 23.9 days of scheduled attendance and 22.4 days of service. All but one of the 288 treatment group pupils were English-speaking.

Both desired outcomes established for the program were met. Of the 288 treatment group pupils, 258 (89.6%) read a minimum of eight books. The criterion for the first desired outcome was 75%. The desired outcome for writing achievement stated that 50% of treatment group pupils would independently write at least two samples of meaningful text, with one of the two samples at Pattern Level IV or higher. Of the 288 treatment group pupils, 255 (88.5%) met both conditions.

Parent involvement data indicated that 86.5% (422) of the 488 pupils served had parents who attended at least one parent meeting. The data also showed that 96.5% (278) of the 288 treatment group pupils were represented by an adult at one or more of the parent meetings.

Based on the evaluation results, it is recommended that the Early Literacy Summer School program be offered again during the summer of 1994. With that in mind, the following recommendations are presented:

1. Every effort should be made to continue the inservice sessions for parents. Parent support for literacy acquisition and understanding how to assist their children in becoming more literate is essential to the academic achievement of young children.

2. Because the parent inservices were such a positive component of the summer school program, exploration should take place to determine whether similar parent inservices should become part of the regular school year compensatory education programs.

3. In 1992, the summer program served 162 pupils. In 1993, the number of pupils served increased by over 300% to 488 pupils. For 1994, the program developers should focus on developing the observational and instructional skills of the teachers involved rather than increasing the number of pupils and teachers involved in the program. This would place a greater emphasis on pupil achievement, not just the number of pupils served.

Appendix A

Calendar Worksheet/Parent Involvement Log

## * CALENDAR WORKSHEET FOR COMPUTING DAYS OF PUPIL SERVICE *

**Chapter 1**
**Summer School**
**1993**

Student's Legal Name _____
Last, First

Student's Birthdate __ __ __ __ __ __
M M D D Y Y

Student Number __ __ __ __ __ __

Race Code ____ (1-5)

Sex ____ (M or F)

Grade Level 0 1

Team 1 Teachers _____

Team 2 Teachers _____

Program Code 9 3 0 1 9

School _____

School Code __ __ __

| | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | M | T | W | TH | F | TOTALS Schdl. (1,2) | TOTALS Served (2) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| June 21 - July 16 (Max schdl days=19) | 21 | 22 | 23 | 24 | 25 | 28 | 29 | 30 | 1 | 2 | H 0 | 6 | 7 | 8 | 9 | 12 | 13 | 14 | 15 | 16 | | |
| July 19 - July 23 (Max schdl days=05) | 19 | 20 | 21 | 22 | 23 | N 0 | N 0 | N 0 | N 0 | N 0 | N 0 | N 0 | N 0 | N 0 | N 0 | N 0 | N 0 | N 0 | N 0 | N 0 | | |

| TOTALS Scheduled | TOTALS Served |
|---|---|
| | |

**RACE CODES:**

1 = Non-Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

**SERVICE CODES**

0 = Pupil Not Scheduled (Teacher Illness, Personal Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served (Pupil Present)

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## PARENT INVOLVEMENT LOG

Parent Name _____ Phone # _____

Parent(s)/Individual(s) representing pupil listed above at: Parent Meeting #1 _____ Date _____
Parent Meeting #2 _____ Date _____
Parent Meeting #3 _____ Date _____

Total Number of Parent/Individual Contacts (duplicated count) ____
Total Number of Different Parent(s)/Individual(s) Contacts (unduplicated count) ____



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Appendix B

Pupil Independent Reading/Writing Record Sheet



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PUPIL INDEPENDENT READING/WRITING RECORD SHEET
CHAPTER 1 SUMMER SCHOOL
1993

| READING | | | | | | WRITING | | |
|---|---|---|---|---|---|---|---|---|
| NAME OF BOOK READ | DATE | INDICATORS | | | | SAMPLE | DATE | PATTERN LEVEL |
| | | RUNNING RECORD | CONFERENCE DISCUSSION | WRITTEN RESPONSE | OTHER (SPECIFY) | | | |
| 1. | | | | | | 1. | | |
| 2. | | | | | | 2. | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |
| 6. | | | | | | | | |
| 7. | | | | | | | | |
| 8. | | | | | | | | |
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Appendix C

Pupil Data Sheet

COLUMBUS PUBLIC SCHOOLS COMPENSATORY EDUCATION
CHAPTER 1 SUMMER SCHOOL
PUPIL DATA SHEET
1993

SCHOOL CODE [ ][ ][ ] PROGRAM CODE [9][3][0][1][9] Teachers: 1) _____

School Name _____ Program Name Ch 1 Summer School 2) _____

1. [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] [ ]
Student: Last Name First Name M.I.

2. STUDENT NO [ ][ ][ ][ ][ ][ ] GRADE [0][1] BIRTHDATE [ ][ ][ ][ ][ ][ ]
m m d d y y

3. Is This Pupil English Speaking? NO YES

4. Number of Meetings Attended by Parent(s) **(circle one)** 0 1 2 3

5. Total **DUPLICATED** Count of Individuals Involved in Parent Meetings [ ][ ]

6. Total **UNDUPLICATED** Count of Individuals Involved in Parent Meetings [ ][ ]

7. Number of Days Service **Scheduled** [ ][ ]

8. Number of Days Service **Received** [ ][ ]

9. Number of Books Independently Read by Pupil [ ][ ]

10. a) Pupil Wrote Two Samples of Meaningful Text NO YES

b) Pupil Wrote at Least One Sample of Meaningful Text at Pattern Level IV or Higher NO YES